PD Connection

LINKING PRACTITIONERS AND RESOURCES

In this Issue...

Leadership

Welcome!

Welcome to this edition of PD Connections focusing on the topic of leadership. Several of the articles in this issue were written by participants in Kentucky Adult Education's Leadership Institute, peers who face the same daily challenges and rewards that you do. We hope you will read what they have to say on the theme of what program leaders should know about the difference between management and leadership, working in family literacy, benefits of technology-based learning and much more!

If you are like many program directors, you get so caught up in the day-to-day effort to meet the expectations of your students, your community, and your funders that you find it difficult to stop and think about your vision for your program. As Cheryl King writes in her article thanking you for your efforts, it is frequently hard to see the forest for the trees. We hope this issue will prompt you to step back from the daily routine and remember that your staff and commmunity look to you as a leader. What an awesome responsibility!

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The Bigger Picture

by Dr. Cheryl King,
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Clichés can be an effective communication tool. They manage, in a few words, to describe exactly what we want to say. For example, "Sometimes we can't see the forest for the trees." All of Kentucky's adult educators are extremely busy nurturing the "trees" — promoting programs, reaching out to stakeholders, ensuring high-quality instruction, and working toward program improvement. This is good and necessary work, but occasionally it's helpful to step back from the day-to-day routine to see the larger picture of the "forest."

My role at the state level allows me to see what the Kentucky Adult Education System has accomplished collectively, and I've had the privilege of sharing our accomplishments across the country. For example, I just met with officials in Louisiana because they want to learn more about Kentucky's success, or what they refer to as "the Kentucky model." The Indiana State Chamber of Commerce has based aspects of its Workforce Literacy Plan on the "Kentucky model" as well. It's great to be emulated, but the most important part of our work is knowing we are improving the Commonwealth county by county, community by community, student by student.

Your success in increasing enrollment, GED success rates, and percentages of graduates who enter postsecondary education is a testimony to your work. I want to take this opportunity to tell you how much I appreciate the time you must spend among the "trees" and to encourage you to give yourselves a huge and well-deserved pat on the back for all you are accomplishing for the "forest."
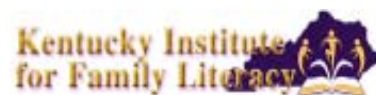
Effective leadership makes a difference. In the coming year KYAE will continue to work with the Adult Education Academy at Morehead State University to infuse leadership principles and program improvement practices into a new program of professional development for program directors. We will embark on a journey of program improvement as a team.

Our collective effort over the past few years has made a difference for Kentuckians who hope for a better quality of life through education. It's been a privilege to work with you. I'm proud, as I know you are, of our accomplishments, and I look forward to the future as we continue to improve our Commonwealth one life at a time.

Leader or Manager: Taking the Long View

by Jim King, Director
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I believe management can be broken down into two different styles — *Manager* or *Leader*. A *Manager* is someone who manages his/her program on a day-to-day basis and focuses on short-term achievements. The *Manager* tends to focus on details and is task-oriented. A *Leader* guides the program through vision. A *Leader* uses long-range planning and realizes that leading a program does not happen overnight but is an on-going process.

Leaders also remember that relationships are the key to success. In your quest to become a great leader you must focus on developing strong relationships with your team. The *Golden Rule* always applies; you need to treat people the way you want to be treated. Working on developing a relationship with your team and having strong people skills will help you be successful in your leadership role. John Maxwell says, "Leaders must be close enough to relate to others, but far enough ahead to motivate them."

There are three ways to begin developing a strong team through relationship building. The first is to spend time with them. Walk around your building and ask, "How are you doing?" Take an interest in their lives outside of work. The second is to involve your team in decision-making. All team members should have input on decisions and should be involved in the growth of your program. Team members who are involved will be more committed as it becomes *their* program. Finally, engage in team building. I send a personal email to all staff members daily that is called, "Quote of the Day." You would be amazed at the positive impact that this has made on our team. Staff retreats and outings, fun meetings, and telephone calls are also effective morale builders.

There are many ways to evaluate your adult education program. *Managers* will often exclusively use the "Blue and Gold" report, which is a great tool for evaluating your program but should be one of many tools used for assessing progress. A *Leader* should also utilize other forms of feedback such as surveys of students, discussions with community leaders, and input from your team. Do not be afraid to ask for feedback/

input from others as that is a sign of a strong, confident leader. An effective *leader* will implement recommended suggestions by others in order to build the program, without demanding personal ownership.

John Maxwell says that leadership is a "process, not an event." It will not happen overnight. Developing these skills needs to be approached one day at a time. A great place to start is to read the book called, "It's Your Ship" by Michael Abrashoff. I would also recommend reading leadership books, such as titles by John Maxwell and Stephen Covey. Another suggestion is to begin your day in a positive way by reading quotes and daily devotionals. Finally, schedule a time to meet with your team and involve them in the process. Explain the journey step-by-step and encourage the team to walk side-by-side with you. Good luck in your role as a *LEADER*!

"The key to success is holding in your conscious mind what you want to achieve and then striving in everything you do to make the image reality."
- Norman Vincent Peale

The Role of the Program Director in Supporting High-Quality Professional Development

by Sarah Hornback
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Few adult education instructors in Kentucky received formal undergraduate training in adult education. Most of us arrived in adult education through a circuitous route, perhaps from the K-12 system, perhaps from business, or other profession. Does that mean adult education in Kentucky is destined to be taught by poorly trained, inadequately prepared staff? Absolutely not. What allows instructors with limited college-level adult education training to excel as teachers, facilitators, and mentors? A sense of calling, boundless energy, caring hearts, and empathetic understanding aside, professional development can be vital to the success of our programs and our students. One of the most important roles of a program director is ensuring high-quality, relevant professional development for staff.

Larue County Adult & Family Learning utilizes three sources of professional development to equip our staff and insure high quality instruction is provided for our students. First, we utilize professional development opportunities such as KAELI, the Leadership Institute, and professional conferences. Second, we utilize distance-learning opportunities such as offerings from KYVAE and Penn State University World Campus. Finally, we practice on-going professional development at the local level.

Staff meetings are used to provide relevant, immediate professional development. Our program endeavors to set aside at least an hour every two weeks for local professional development. Topics are selected based on several factors including immediate program needs, recent training attended by staff, program director observations, and individual professional growth plans. While the program director often takes the lead in actually deciding on the topic, each staff member is expected to lead at least one professional growth activity each semester. Staff members who attend a particularly valuable off-site training or distance learning class are expected to share highlights with the rest of the staff. Staff members are encouraged to provide professional development in their particular area of expertise, emphasizing how their area integrates or complements other areas or components. Initial professional development organized by the program director may include research on how adults learn, using active learning, differentiated instruction, etc. Then when staff prepare to lead training in their particular area, they apply those techniques, modeling good instruction and helping all of us learn in an enjoyable, active and engaging atmosphere.

Does this approach to professional development take time? Absolutely! And we know that for both directors and instructors, time is a precious commodity. Fortunately, investing time in professional development pays dividends as staff internalize and utilize improved instructional strategies. Utilizing peer coaching, reflective discourse, modeling, personal professional growth plans, and book studies, Larue County Adult and Family Literacy staff members learn from each other and from the program director in the most meaningful context, directly and immediately related to their needs and the needs of their students.
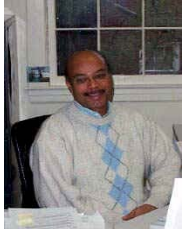
Leadership Hints

Top leadership competencies are adaptability, communication, decision making, building a successful team and managing the job.

The most common leadership derailers are being overly concrete and micromanaging.

Half of all internally promoted leadership candidates fail because of inadequate planning

Source: http://www.ddi.com

Teaching ESL

by Maurice White
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Although having responsibilities directly in the classroom is not a prerequisite, administrators need to be able to make informed decisions that will ultimately help them meet performance standards for the program, the practitioners, and their students.

Practitioners do not need to know the language(s) of their adult learners. The students are in class to learn English – as quickly as possible. Conversely, teachers who have made an effort to acquire another language are in a better position to empathize and understand what the learners are experiencing.

Unlike most ABE students, adult English learners often have already mastered basic skills in their native language and now need to focus on the acquisition of a new language, including listening and speaking skills. Adult ESL learners may struggle to cope with oral and written directions, understand conversations laced with idiomatic language, and master not only the language of educational materials but also the culture on which those materials are based.

Savvy ESL teachers know it is important to supplement the information from formal test scores with the results gleaned from informal assessment (teacher observation, textbook-based tests, and teacher-made tests).

The plethora of ESL teaching methodologies falls into either a structural or a communicative approach. Structural language teaching is very traditional and emphasizes grammatical structures and vocabulary items as the primary focus of instruction. Communicative language teaching takes a topical/functional approach that considers meaningful communication to be the primary focus. The emphasis is on oral production - whatever the amount, and however brief. Effective instructors strive within the classroom to create opportunities for exposure to real language that will apply directly to students' lives.

ESL lessons should not be prescriptive but more like a guide for the instructor. "Lesson planning for adult ESL is knowing what kind of subjects you want to cover, what kind of resources you want to incorporate in the classroom, and mixing that together according to the students that grace your classroom that day."

For the sake of continuity, the ideal lesson plan includes a warm-up/review, an introduction to the new lesson, a presentation, appropriate practice(s), evaluation, and application. It is also important to remember that all phases of an "ideal" lesson do not all have to be included in one class period. The plan can be split.

Armed with the above information and the online resources below, program administrators will be better equipped to assist their ESL staff deliver quality instruction.

National Center for ESL Literacy Education (NCLE)
http://www.cal.org/ncle/digests
Teachers of English to Speakers of Other Languages (TESOL) http://www.tesol.org
Kentucky TESOL (KYTESOL) http://www.kytesol.org

Tales of Leadership in Family Literacy

by Susan Jackson
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"If you build it they will come." We have all heard this line from a popular movie titled "Field Of Dreams". Unfortunately this phrase doesn't apply to all educational programs and especially not to the fickle area of family literacy. I am in the unique position of overseeing the family literacy programs for eleven counties in Western Kentucky. The counties range from our largest with a population of approximately 28,000 to some of the smallest counties in the state with populations of around 5,000. Our programs struggle to meet family literacy enrollment goals in spite of the fact that we have wonderfully dedicated personnel and well planned programs. Lack of participation is a problem that causes great concern.

In one small county our Adult and Family Education folks partnered with everyone they could recruit — Migrant Education, Preschool Head Start, the Family Resource Center, and others — to have a back-to-school picnic. Adult and Family Ed organized the event and distributed flyers to every household in the school district. On the day of the big event - NO ONE CAME! Not one soul other than the teachers and program staff. Talk about a big disappointment!

So as a leader, what do you do? You must be there for your staff and be able to adapt to the situation. Just as our roles change for the students we serve so does my role change for my staff. Sometimes I am counselor, other times social worker, cheerleader, or teacher. Then when necessary, I must be an admonisher. Most of the time, I am a cheerleader - rallying the troops to help rebuild morale, contacting partners and saying "Thank You" for the effort. I continually study and review other family literacy programs, then pass on successful tips to my staff. They all know they can call on me for almost anything. I have sat in on most every kind of partners' meeting, asked for freebies from women's clubs to city council members. I have walked crying babies when hands were short on family nights and helped cut out hundreds of construction paper Christmas trees.

My advice is to spend time with each of your staff members. Get to know each one. Celebrate their successes and show honest appreciation. It is important for a leader to become a good listener. I've tried to become a walking file cabinet of ideas and contacts, so I can encourage staff and give a hand or suggest ideas when asked or if needed. I remind myself that they are the front line professionals. They are the ones working the programs and dealing with the students first hand.

I believe in asking myself if I, as the leader, have added value to each program. Are those that I lead more competent and confident because of my leadership? If you can say "yes" to the same question, then you are on your way to building successful leadership.

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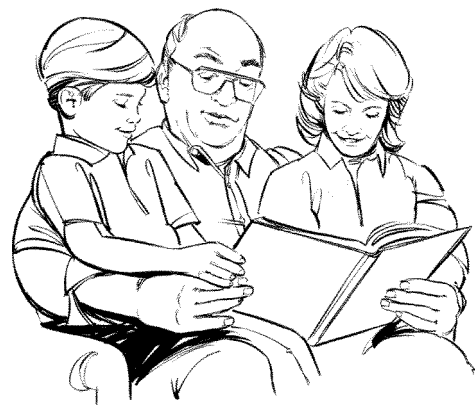
Five Principles of Effective Recruitment and Retention

Introduction by Connie Spencer-Ackerman
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The challenges inherent in recruiting and retaining families in family literacy programs reminded me of this checklist published by RMC Research Corporation in the mid-1990's. The five principles listed were developed by family literacy programs recognized nationally for success in recruiting and retaining families. The supporting strategies were ones used by these programs and others that reviewed these principles at Even Start regional conferences. Do you use any of these strategies? Would they work for you? Are there others you might add?

1. Program is flexible and visible.

- √   Are your brochures and printed materials highly visible in the community?
- √   Are materials easy to read and available in other languages?
- √   Is your program continuous throughout the summer?
- √   Are some of your classes held in the public schools?
- √   Does the program offer childcare and transportation for families in all components?
- √   Are activities offered that help other family members understand the program?
- √   Do new families try out an activity before enrollment?
- √   Do recruiters have several contacts with families during the pre-enrollment preparation period?
- √   Do you have staff on other agency boards?
- √   Do staff go to Head Start, preschool, and WIC registrations?
- √   Do you send flyers home in AFDC checks?
- √   Do you write news releases about special events and student achievements?

2. Program acknowledges family strengths and empowers and develops meaningful roles for participants.

- √   Do participants plan activities?
- √   Do participants "job shadow" in your program or in the community?
- √   Do participants set their individual goals in manageable pieces?
- √   Do participants identify incentives for goal achievement?
- √   Are participants used to recruit new students?
- √   Do participants mentor or act as "buddies" with new students?
- √   Does staff ask participants to visit their neighborhood with them to meet new families?
- √   Do participants have input about curriculum planning?
- √   Do participants have an opportunity to evaluate the program?
- √   Do participants serve on your program's committees?
- √   Do you invite participants to share their ethnic traditions and holiday celebrations?
- √   Do participants have an opportunity to identify skills that they might share with the group?
- √   Do staff and participants receive training to improve communication skills?
- √   Do you consciously develop ways to support the self-esteem of participants and staff?

3. Recruitment is ongoing and systematic.

- √   Do you publicize in the local media (radio, TV, newspapers, athletic events)?
- √   Are parent/family successes celebrated publicly?
- √   Do you leave flyers at libraries, schools, welfare offices, WIC and public health clinics, Head Start and preschool programs?

√   Do you "advertise" on billboards, on restaurant placemats, and on public transportation?
√   Do participants give ideas where and how to recruit new families?
√   Do staff visit high poverty areas frequently and talk to participants living there?
√   Do you have meetings in housing projects?
√   Does staff visit other child and adult education programs in town regularly?
√   Is there a common intake mechanism for human service providers in your community?
√   Does staff stay in contact with referring agency about a participant?

4. Recruitment and retention are interwoven and everybody's job.

√   Do you discuss recruitment at every staff meeting?
√   Are there monthly goals for recruitment for staff members?
√   Do staff members devise and share their own recruitment strategies?
√   Do you actively support "team-building" among your staff?
√   Can your staff articulate your program's recruitment strategies?
√   Do current and graduating participants have a role in recruiting new participants?
√   Do adults have clear expectations when enrolling?
√   Do adults understand the time commitment when enrolling?
√   Are attendance charts used to encourage participation?
√   Are students rewarded for attendance and achievements?
√   Does your program recognize multiple symbols of goal attainment, e.g., voter registration, obtaining a license or library card, registering for WIC or job training, etc.?
√   Does staff have periodic contact with participants who temporarily drop out of the program?

5. Collaborations allow for "give and take."

√   Do staff have regular meetings with collaborating agencies?
√   Is your school board actively involved in your program?
√   Are staff development workshops open to the staff at collaborating agencies?
√   Does your advisory committee include members from several community agencies?
√   Are case workers from referring agencies invited to visit your site with families?
√   Do you plan family events with other agencies?
√   Do staff volunteer in the schools and at community functions?
√   Do other programs have activities at your Even Start site?
√   Is your staff trained in communication and conflict resolutions?
√   Does staff stay in touch with referring agencies about families' progress?
√   Can collaborating agencies such as Head Start articulate what Even Start is?
√   Do you offer space in your newsletter to other agencies?
√   Do your parents serve as volunteers in the public schools?
√   Do parents give presentations at collaborating agencies?

Source: RMC Research Corporation

Benefits of Technology- Based Learning

by Jim Berger, P.h.D
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"I am a beliver in the benefits of using computers in the classroom, and I hope I can convince you, too."

Technological applications can be used to tailor instruction to student strengths and weaknesses. Students in adult literacy and basic education classrooms come with a variety of experiences, knowledge and expectations about what they will learn. Using computer technology allows instructors to collect information about the performance level of students and develop tailored curriculum for individuals. Computers allow instructors to tailor the instruction to their learning style and preferences without compromising quality or time.

Computer applications can allow students to work at their own pace. Instructors can be overwhelmed trying to help students who desire one-on-one instruction. Because many computer programs allow students to control the speed, breadth, and sequencing of information, students can take the time they need to learn specific concepts. Most computer programs allow choosing different answers to explore different outcomes. This allows users to try "what if" scenarios and learn various concepts. The ability to explore numerous scenarios at their own pace will allow students to gain the most out of using the computer.

Computers can be used to develop problem-based learning. Another benefit of using computers is to provide students with a problem and the resources to find the solution. This allows them to engage in higher-order thinking skills and exploration of a variety of solutions on their own. This also allows them to work on a project they may find much more engaging than working in a workbook or on worksheets. Finally, problem-based learning on the computer allows them to take more control over their learning because they can determine what they need to learn in order to find the solution.

Using computers in the process of learning has benefits in other areas of life. Requiring students to use computers to complete assignments engages them in a learning process that will closely mimic the skills and experiences they will need to successfully use computers outside of the classroom. Students can learn the basic steps and patterns of using computers and begin to recognize resources they can use to find solutions to their computer problems as well as ways to identify computer resources for finding out more information. As they develop computer skills, they will likely develop critical thinking skills, which will translate to most areas in life.

These benefits will help improve your students' participation and engagement with the learning process.

"A man without a vision is a man without a future. And a man without a future will always revert to his past."

- A. R. Bernard

Enhancing Instruction through Technology

by Joey Quinton, Director
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I am a firm believer in the power of technology to greatly improve the performance of our programs. During 18 years in adult education, I have witnessed many changes in the way that we deliver instruction to our clientele. Gone are the days of the moonlight schools without textbooks.

Today we have a unique opportunity to enhance our instruction and raise the quality of adult learning opportunities through an effective use of technology. Kentucky Adult Education, foreseeing the impact that technology can have, has provided adult educators with several computer-based curricula that we can use to improve our delivery of instruction. These curricula include WIN, PLATO and LiteracyLink.

WIN is a product that is most helpful in preparing clients for success on the WorkKeys Assessment. It accurately predicates what a client would make on the WorkKeys Assessment and offers textual/auditory remediation for those persons needing to prepare for the assessment. It is not the only product that we have for WorkKeys preparation, but, in my opinion, it is the best.

Our program strives to have all of our students earn the Gold Level Kentucky Employability Certificate (KEC). This certification gives them a competitive edge as they seek employment or job advancement. Within the last two years, the Pulaski County Adult Education Program has administered the WorkKeys Assessment to approximately 400 adults. Of this number, about 75 percent have earned either a Silver Level or Gold Level KEC, thanks to WIN.

PLATO is a comprehensive product that covers a wide-range of academic skill areas. The Pulaski County Adult Education Program has enrolled 174 people into PLATO. I have found it to be an excellent product that we can utilize to reach an untapped audience – those students who find it difficult to attend organized classes. PLATO also prepares students for the COMPASS, the placement instrument used by the Kentucky Community and Technical College System (KCTCS).

Kentucky Educational Television's LiteracyLink Program combines video and textual material into an educational experience that students enjoy. It touches on several modalities of learning, making it easily understood by a wide audience. I love to use the product in my organized classes. The entire LiteracyLink package comes with a teacher's guide, video materials and textbooks. The teacher's guide includes lesson plans, which greatly assist in my planning. Students really like the videos, finding them to be both entertaining and educational. The 20-minutes video segments easily hold their attention. The videos also help the students see the relevancy of the text material.

If you haven't already urged staff to use these products, consider devoting your next staff meeting to review.

Tech Tip

Microsoft PowerPoint enables the user to combine text, audio, web-based materials and hands on materials into wonderful presentations. To use the Slideshow function, click on **View**, then select **Slideshow**. You can also use the **F5** key on your keyboard.
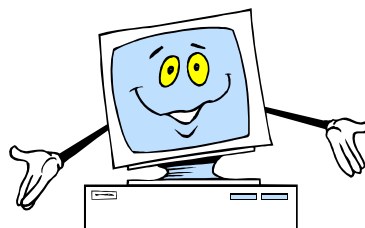
Joey Quinton, Pulaski Co.

Reading Instruction Basics

by Connie Spencer-Ackerman
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In the first two years of the Kentucky Adult Educators Literacy Institute (KAELI), 98 adult educators learned about high-quality reading and writing instruction. Assuming that a program director needs to know *something* about good instruction, but not *everything* that the classroom teacher needs to know, six participants who are also program directors were asked what they think their colleagues need to know. This was not a research study; it was simply a request for personal opinions. Here is what they had to say.

Directors should know that:

- It is OK to acknowledge what they do not know about reading. There are resources available and instructors who will gladly share what they know. Let them be the experts.
- Reading is a discipline with a research base, and certainly all instructors should know and apply the research as they teach *any* subject that requires reading. Directors should know enough of the research to recognize when they are seeing appropriate or inappropriate instruction.
- To the extent possible, instructors should be assigned so that their instructional strengths are utilized. Different learners will benefit from different types of instruction.
- Good reading instruction is good reading instruction, regardless of the context – be it a family literacy class, a corrections class, a homeless shelter or a learning center.
- Reading teachers should be allowed to select suitable materials, and directors should honor their preferences. Adults do not have to read from the same book and should not from a basal series. A variety of reading materials - novels, magazines, and newspapers - should be available. Choice results in engaged and excited readers who want to share with others what they have learned from the material they have chosen.
- Curriculum should come out of the lives of learners, and literature should come from their time and place.
- Group instruction is more effective than individual instruction and can be successful with even the smallest group. Group instruction builds a sense of community and improves comprehension and retention of content area subjects. It is time to abandon the study hall approach to teaching reading.
- It is important to provide time for writing and silent reading for pleasure.
- Reading has purposes beyond passing the GED tests. It is not solely functional; it is pleasurable.
- Literacy is developmental and falls along a continuum. The term literacy means more than low level functioning, and there is much "literacy" between beginning reading and GED preparation.

These interviewees suggested a required session (face-to-face or online) on what constitutes good reading instruction accompanied by a pamphlet or checklist of features of a good reading classroom.

"If we don't change our direction, we're likely to end up where we're headed".
-Chinese Proverb

Retention Leadership

Every organization, large or small, must make hiring and keeping high quality staff a priority.

TalentKeepers, an employee retention firm, has identified 10 retention talents essential for leaders to understand and perform in order to retain and engage employees. These are the critical leadership competencies that retain talented people.

1. **Trust builder**—Creates a sense of trust and concern with team members
2. **Esteem Builder**—Develops ways to give team members responsibility, freedom to act, and feel good about themselves
3. **Communicator**—Communicates the importance of retention to team members and others effectively
4. **Climate Builder**—Develops ways to make work and the workplace enjoyable and fulfilling
5. **Flexibility Expert**—Recognizes, understands, and adapts to individual needs and views
6. **Talent Developer and Coach**—Develops and coaches team members to help them grow, which results in greater commitment and loyalty to the organization
7. **High-Performance Builder**—Creates conditions that reinforce high levels of team member performance
8. **Retention Expert**—Develops retention knowledge and an understanding of the supporting values central to initiating effective retention-focused actions
9. **Retention Monitor**—Demonstrates ability to measure and identify potential retention problems and takes preemptive action
10. **Talent Finder**—Within the scope of his or her role, actively seeks to source and select qualified people effectively

Must Reads for Leaders

by Jim Canipe
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I want to share with you books read during my graduate studies that I believe commmunicate improtant lessons on leadership.

An inspiring book concerning Abraham Lincoln's implementation of leadership principles is *Lincoln on Leadership* by Donald T. Phillips, published by Warner Books. This book details, with historical accuracy, the way Lincoln dealt with difficult people and difficult situations in perilous times. One could glean many of the timeless strategies Lincoln employed to lead people and successfully steer the nation through, arguably, the bleakest time in our history. Even though this book is written through the lens of historical significance, the author connects these principles of leadership to today's needs in human relations. This is a must read for those who would like to improve their leadership skills.

Another recommended book, considered by many to be a seminal work, is *The Fifth Discipline* by Peter Senge, published by Doubleday. While this is more of an academic and theoretical treatment of leadership, it is nonetheless extremely powerful in its precepts. At the heart of Senge's work is systems thinking—the notion that organizations should create the capacity to

see the whole together. He contends that if organizations learn together, they will progress together and meet the demands of the future.

Senge suggests that many organizations suffer from learning disabilities, and he offers an antidote in the form of leadership principles to remedy stale, stagnant or decaying programs. He defines this antidote as the five disciplines: systems thinking, personal mastery, mental models, building shared vision and team learning. By employing these strategies, Senge believes that a climate of proactiveness and generative learning will prevail, thereby allowing individuals to create their reality and effectively deal with change, which is inevitably in our future. This will lead to greater flexibility and more productivity. No doubt this is more than a light read; however it is many times over worth the effort. Many corporations, schools and other organizations have reaped tremendous benefits by incorporating the principles of *The Fifth Discipline*.

> **"The speed of the boss is the speed of the team."**
>
> **- Lee Iacocca**
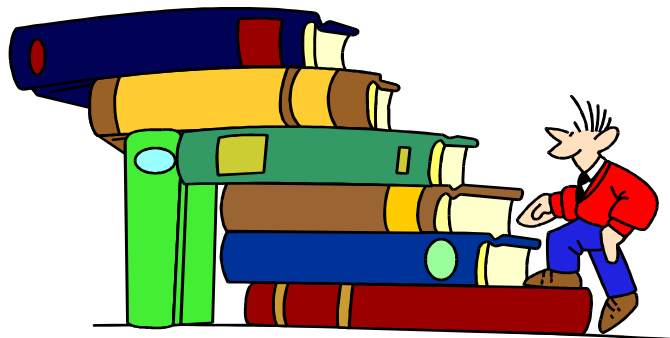
A third book for those desiring to enhance leadership skills is *Encouraging the Heart* by James M. Kouzes and Barry Z. Posner, published by Jossey-Bass. As opposed to the previous recommended title, this easy read is more of a practical book that concentrates on how to bring out the best in others. Many examples are offered, as well as stories and other anecdotal material, to drive home poignant lessons about practical leadership principles. In chapter 12 the authors offer 150 ways to encourage others. Anyone could benefit from using this list, but especially those who are seeking to become more effective leaders.

I believe leadership is a learned skill, rather than a naturally occurring skill. I hope you have an opportunity to delve into these books in your pursuit of leadership.

Resources

Everyone finds it difficult to keep up with all the abundant resources available to program directors. But here are just a few more recommended by Kentucky Adult Education program directors.

Books:

- *The Power to Lead: A Guidebook for School Administrators on Facilitating Change* by Frank Siccone, published by Allyn & Bacon, 1996,
- *It's Your Ship* by Michael Abrashoff, published by Warner Business Books (2003), 4.5 stars at Amazon
- *Fish* by Stephen Lundin et. al., published by Hyperion (2000), 3.5 stars at Amazon
- *The Leadership Secrets of Santa Claus: How to Get Big Things Done in Your Workshop…All Year Long* by Eric Harvey et. al., published by The Walk the Talk Company (2003), 5 stars at Amazon
- *The Ant and the Elephant: Leadership for the Self* by Vince Poscente, published by Be Invincible Group (2004), 5 stars at Amazon

- *Lincoln on Leadership* by Donald T. Phillips, published by Warner Books, 1993, 4.5 stars at Amazon
- Baudville books for employee recognition and motivation – http://www.baudville.com/

Videotapes:
- Learning the 17 Essential Qualities of a Team Player – a John Maxwell series

E-Newsletters:
- Dear Workforce: HR Trends and Tools for Business Results www.workforceonline.com
- Funding Opportunities Newsletter http://www.channing-bete.com
- John Maxwell's Leadership Wired http://www.injoy.com/monthlymentoring/leadershipwired

Web sites:
- http://www.leadingtoday.org
- http://www.48days.com/
- http://www.injoy.com — John Maxwell's site

The Adult Education Academy has a collection of books on leadership. If you would like to see a list of what is available, send your request to Connie Spencer-Ackerman at c.spencerack@moreheadstate.edu

Hot Site!

The Partnership for Reading announced two new booklets for parents to help their young children become readers.
Find them at: www.nifl.gov/partnershipforreading/.

Calendar of Events...

The complete PD Calendar at www.kyvae.org has information about many opportunities including:

December

- **Newspapers in Education Dec 14, Lexington**

- **Newspapers in Education Dec. 15, Louisville**

January

- **KAELI EKU Cadre Meeting (January 14; snow date, January 21), Richmond**

- **KAELI WKU Cadre Meeting (January 21; snow date, January 28) Bowling Green**

February

- **Introduction to Literacy Link February 1, Frankfort**

- **Workplace ESL February 4, Somerset**

- **Beginning/Intermediate ESL Lesson Planning, February 24, Owensboro**

- **Intermediate/Advanced ESL Lesson Planning, February 25, Owensboro**

NATIONAL

- **2005 National Conference on Family Literacy, go to www.famlit.org**